

# INDIANAPOLIS METROPOLITAN CAREER ACADEMY #2

## SUPPLEMENTAL REPORT #8

### DETAILED PERFORMANCE ASSESSMENT & PROFILE



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**This supplemental report presents information about the school in three sections:**

- Indianapolis Metropolitan Career Academy #2's Students (enrollment and demographic information)
- Performance at Indianapolis Metropolitan Career Academy #2
- Detailed Description of Indianapolis Metropolitan Career Academy #2's Programs and Activities (as provided by the school)

# 2005



# INDIANAPOLIS METROPOLITAN CAREER ACADEMY #2

## DETAILED PERFORMANCE ASSESSMENT & PROFILE

### STUDENTS

#### Indianapolis Metropolitan Career Academy #2

## A

### ENROLLMENT AND DEMAND

	2004-05	At Capacity
Grades served	9	9-12
Maximum possible enrollment, pursuant to charter	60	240
Number of students enrolled <sup>1</sup>	51	N/A
Number of students on waiting list <sup>2</sup>	2	N/A

<sup>1</sup>Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ <sup>2</sup>Source: School self-report of data, as of August 1, 2005. ■ N/A denotes "Not Applicable." A school may elect to maintain a smaller overall enrollment than that allowed by its Charter with the Mayor's Office. Actual enrollment may exceed the maximum enrollment stated in the Charter by 10%. It is possible that a school may have a waiting list but not be fully enrolled because waiting list figures are aggregated across grades; some grades may be fully enrolled and have waiting lists while others do not.

#### Indianapolis Metropolitan Career Academy #2

## C

### STUDENTS PASSING ISTEP+ TESTS

At the Beginning of the Fall Semester

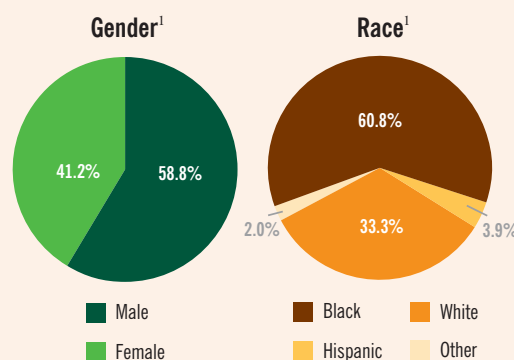
	English '04	Math '04	Both (English & Math) '04	Science '04
9th Graders	38%	25%	17%	

Source: Indiana Department of Education. See page 9 in the main report for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year; or there were no students in the applicable grade in this school at the time of testing.

#### Indianapolis Metropolitan Career Academy #2

## B

### STUDENT COMPOSITION



Indianapolis Metropolitan Career Academy #2	
Free/Reduced-Price Lunch <sup>1</sup>	66.7%
Special Education <sup>2</sup>	-
Limited English Proficiency <sup>3</sup>	3.9%

<sup>1</sup>Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■

<sup>2</sup>Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2004. Indianapolis Metropolitan Career Academy #2 did not report its special education count in December 2004 to the Indiana Department of Education as required. ■ <sup>3</sup>Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2005. ■ See main report for comparative data.

## PERFORMANCE

The section below describes Indianapolis Metropolitan Career Academy #2's (MET #2) performance over its first school year by addressing the common performance indicators in the Mayor's Charter School Performance Framework. The complete Performance Framework may be viewed on-line at

<http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2005/home.htm>.

The Mayor's Office conducts evaluations of school performance using a variety of measurement tools, including visits by a multi-member site evaluation team, independent surveys of parents and staff,

and expert analysis of standardized test score data. Each section of the following text notes the specific tools used. Supplemental Report 12 contains a complete description of evaluation mechanisms used to prepare this report.

## IS THE EDUCATIONAL PROGRAM A SUCCESS?

### IS THE SCHOOL MAKING ADEQUATE YEARLY ACADEMIC PROGRESS, AS MEASURED BY THE INDIANA DEPARTMENT OF EDUCATION'S SYSTEM OF ACCOUNTABILITY?

#### Performance on the statewide assessment

Though MET #2 students took the state's ISTEP+ exams, they did so shortly after the school opened at the beginning of the school year. As a result, the school's results on the state tests reflect students'

starting levels of academic achievement rather than the school's performance. Because these scores do not reflect on the success of the school's educational program, they are not included here. See **CHART C** for information about the school's ISTEP+ scores in fall 2004.

#### Adequate Yearly Progress

Information about Adequate Yearly Progress is not available for this school because it just completed its first year of operation.

# ARE STUDENTS MAKING ADEQUATE AND SUBSTANTIAL GAINS OVER TIME?

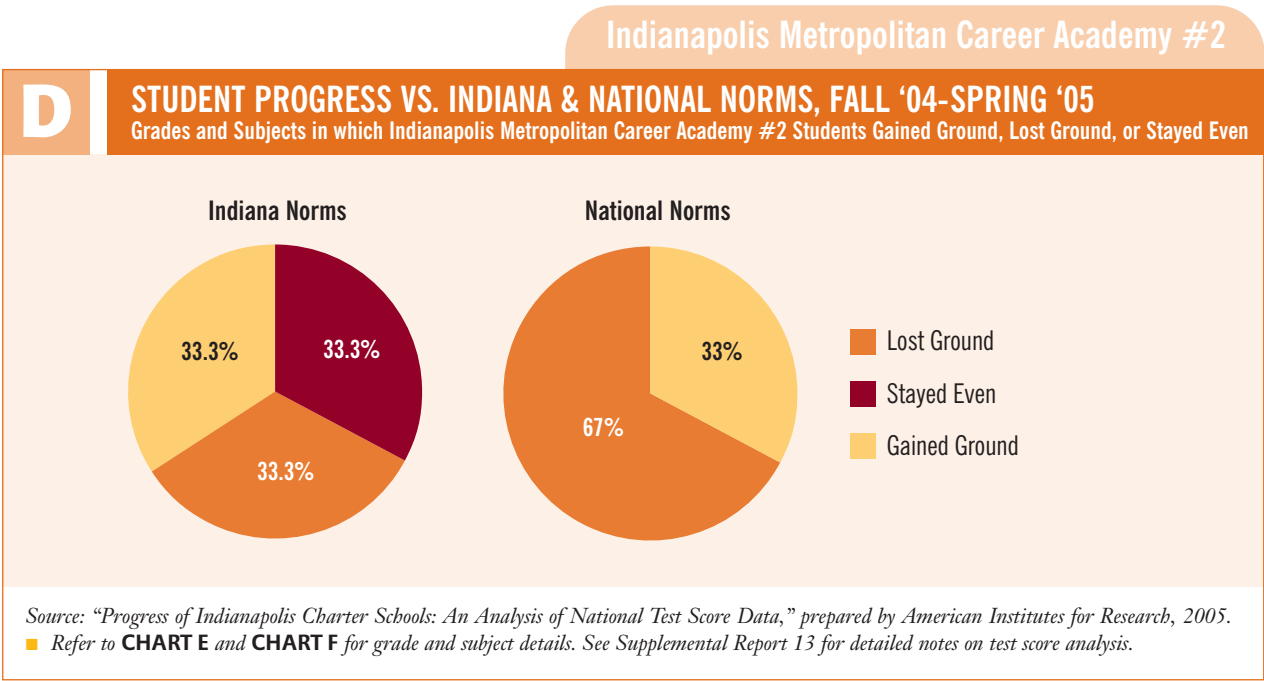
Charter schools administered the highly-regarded Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor’s Office to determine whether students gained ground, lost ground, or stayed even relative to their peers nationally and in Indiana over the course of the 2004-05

academic year. Because NWEA does not publish proficiency levels for high school grades, it was not possible for AIR to examine what proportion of students in this school made sufficient progress to reach proficiency over time.

## Comparative Gains: How much did Indianapolis Metropolitan Career Academy #2 students improve relative to their peers?

AIR was able to compare the average gains of students at MET #2 with those of

students across Indiana (■ CHART E) and the US (■ CHART F). The figures show where MET #2 students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, MET #2 students gained ground relative to their Indiana and national peers in one out of three (33%) grades and subjects (■ CHART D).



## Indianapolis Metropolitan Career Academy #2

**E**

### ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #2 vs. Indiana Norms (IN), Fall 2004 Through Spring 2005

Grade/Subject	Indianapolis Metropolitan Career Academy #2 Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	4.8	6.2			-1.4
9th Grade Reading	1.4	1.6		-0.2 <sup>1</sup>	
9th Grade Language	4.1	2.0	2.1		

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at MET #2 made an average gain of 4.8 points, compared to 6.2 points for the average IN student. These students “lost ground” compared to the average IN student because their average gains were 1.4 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. ■ See Supplemental Report 13 for detailed notes on test score analysis. ■

<sup>1</sup>The t-test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for 9th grade reading at MET #2 and the average gains recorded across Indiana.

## Indianapolis Metropolitan Career Academy #2

**F**

### ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #2 vs. National Norms (US), Fall 2004 Through Spring 2005

Grade/Subject	Indianapolis Metropolitan Career Academy #2 Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	4.8	5.8			-1.0
9th Grade Reading	1.4	2.9			-1.5
9th Grade Language	4.1	2.4	1.7		

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at MET #2 made an average gain of 4.8 points, compared to 5.8 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 1.0 point lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. ■ See Supplemental Report 13 for detailed notes on test score analysis.

# IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

## Is the school in sound fiscal health?

The Mayor’s Office commissioned an outside accounting firm to review each school’s finances. The accounting firm reported that MET #2 managed its financial practices satisfactorily during the past year, with no significant problems. Supplemental Report 11 contains financial statements and a summary of the school’s finances.

## Are the school’s student enrollment, attendance, and retention rates strong?

The school’s attendance rate was 91.3%

in 2004-05 (■ **CHART G**). The expert visit site team noted that the school had considerable student attrition during the first year of operation.

## Is the school’s Board active and competent in its oversight?

In 2004-05, the Goodwill Education Initiatives (GEI) Board of Directors, which oversees both the Indianapolis Metropolitan Career Academy #1 (MET #1) and MET #2, met on a quarterly basis, as scheduled. A review of GEI’s Board meeting minutes by the Mayor’s Office showed that the Board conducted serious discussions about school issues.

The minutes are detailed, with action items clearly stated, and give the public a full understanding of the business conducted. Board meeting observations showed that the Board is engaged in the activities of the school, and that members ask probing questions of staff and request updates on school performance. The school should ensure that the School Director is always present at the Board meetings to answer any questions regarding the individual school.

The expert site visit team also praised the GEI Board, noting that the Board enjoys a wide range of the expertise needed to effectively guide the school.

Indianapolis Metropolitan Career Academy #2	
ATTENDANCE RATE IN 2004-05 SCHOOL YEAR	
	Attendance Rate
Indianapolis Metropolitan Career Academy #2	91.3%
Indianapolis Public Schools	94.2%
All Indiana Public Schools	95.9%
Source: Indiana Department of Education website, preliminary figures.	

### Is there a high level of parent satisfaction with the school?

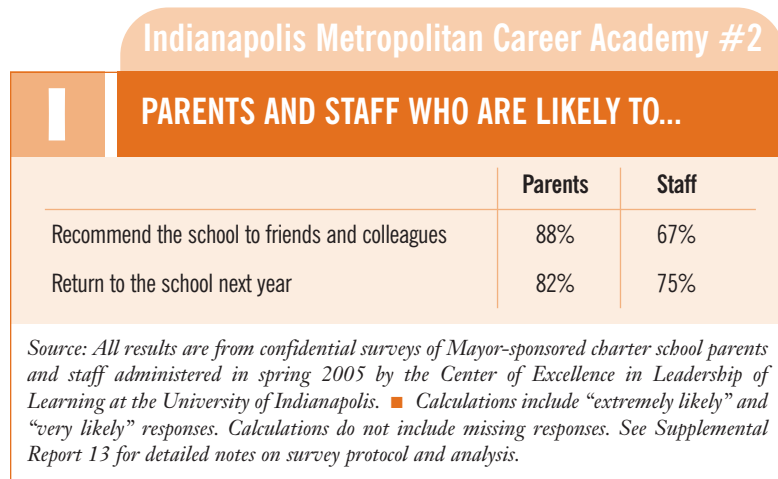
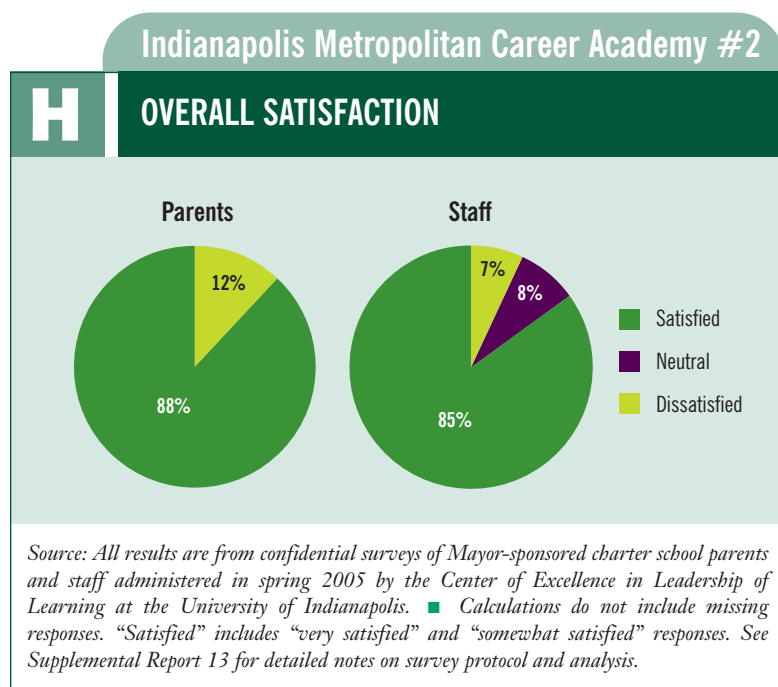
In response to a survey asking about their experience with MET #2, 88% of parents reported they were satisfied overall with the school, as shown in **CHART H**. A similar percentage of parents surveyed (88%) say they are likely to recommend the school to others, with 82% planning to return to the school next year. By comparison, staff survey results show a similar level of overall satisfaction (85%), but only two-thirds of staff (67%) reported they will

recommend the school to others and three-quarters (75%) plan to return next year (**CHART I**).

**CHART J** shows how well parents and staff rated specific features of the school. The top-rated features for both parents and staff are highlighted in blue; the lowest-rated features are highlighted in crimson. Seventy-one percent of parents rated the overall quality of education as “excellent” or “very good.” Conversely, only 42% of staff rated the quality of education the same way. Parents and staff both gave high marks

(“excellent” or “very good”) to the school’s access to computers and other technologies. Both groups tended to be the least positive about the school’s transportation services.

In the expert site team’s focus groups, parents also reported their satisfaction with the school, adding that their students are maturing and learning. In particular, parents gave high marks to the opportunity for their students to pursue their own interests and gain experience working in the “real world” via programs like the Learning Through Internship (LTI).



## Indianapolis Metropolitan Career Academy #2

J

### PARENTS AND STAFF EVALUATION

Excellent/Very Good Responses of Select Features

	Parents	Staff
Overall quality of education	71%	42%
Quality of teaching/instruction	69%	67%
Curriculum/academic program	65%	42%
Individualized student attention	81%	83%
Access to/use of computers and other technologies	88%	92%
School material and supplies	56%	46%
Classroom management	47%	33%
Student-teacher ratio/class size	82%	92%
Services provided to special needs students <sup>1</sup>	58%	33%
Support services (e.g., counseling, healthcare, inc.)	58%	17%
Opportunities for parental involvement	88%	75%
Communication about student learning/achievement	88%	67%
Communication about meeting the school's mission	82%	50%
Teacher professional development	93%	64%
Faculty/teachers	81%	58%
School administration	80%	46%
School board	55%	33%
School facilities	87%	46%
Food service	24%	33%
Transportation services	29%	0%
Enrollment/admission process	73%	58%
School size	88%	77%
School safety	71%	50%
School location	53%	46%

■ Highest Percentages of Excellent/Very Good Responses

■ Lowest Percentages of Excellent/Very Good Responses

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Individual features with the highest percentage of excellent/very good responses are highlighted in blue; features with the lowest percentage of excellent/very good responses are highlighted in crimson. "Excellent" and "very good" responses are on a five-point scale (scale also includes "good," "fair," and "poor"). Calculations do not include missing and "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■ <sup>1</sup>Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.



### **Is the school administration strong in its academic and organizational leadership?**

The governance review by the Mayor's Office found that MET #2 was very strong in organizational leadership in 2004-05. The school benefited greatly from the expertise and resources of Goodwill Industries of Central Indiana, Inc. (Goodwill Industries). Goodwill Industries provided support for finance

and accounting, human resources, marketing, public relations and facility management in 2004-05. This support allowed the School Director to focus on academic issues and the students.

When asked in a survey, 80% of parents rated the school administration as either "excellent" or "very good" (■ **CHART J**). The expert site visit team commended Goodwill Industries as an exemplary partner for MET #2, noting that the

"Goodwill [Industries Chief Executive Officer (CEO)] and staff personally know students and how they are progressing." The team also concluded that the Big Picture Company was an effective partner for the school, providing "materials, monthly visits to provide professional development, support for school leaders, learning protocols, etc."

## **IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS RELATED TO:**

**organizational structure and governance obligations; physical plants that are safe and conducive to learning; fair and appropriate pupil enrollment processes; reasonable and safe transportation options available to eligible students; and legal obligations related to access and services to special needs and English as a second language students?**

MET #2 satisfactorily met its obligations in 2004-05 in complying with relevant laws and regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor the expert site visit team indicated any significant concerns related to these obligations. Overall, in 2004-05, the school satisfactorily maintained the compliance binder which contains all of the school's governance, management and organizational documents and is reviewed by the Mayor's Office on a monthly basis.

In 2004-05, the school experienced some challenges in satisfying reporting and compliance requirements. The school did not submit corrections to the Indiana Department of Education (IDOE) for the first report of Average Daily Membership (ADM) taken in September 2004 by the December 1, 2004 deadline. The second report of ADM was due on December 15, 2004; the ADM information was submitted on-line by the deadline, but the hard copy of the report was not submitted to the IDOE until after the deadline. The

DOE-PE report was due to the IDOE on October 31, 2004 and was not submitted to the IDOE by the deadline.

MET #2 also experienced challenges complying with teacher licensing requirements in 2004-05. Documentation of teaching licenses was requested for two teachers at the school in September 2004 and was not received by the Mayor's Office until November 2004.

The school struggled in 2004-05 to comply with reporting requirements related to special education. The school did not hire a licensed special education teacher until early March 2005. Due to the absence of a special education teacher on staff, the school was not able to submit the necessary records for the special education count conducted by the IDOE at the beginning of December 2004. As a result, the school did not receive any special education funding in the 2004-05 school year.

At the request of the Mayor's Office, the Division of Exceptional Learners at the

IDOE conducts on-site reviews of the special education services provided by Mayor-sponsored charter schools completing their first year of operation. According to Robert Marra, Associate Superintendent of the IDOE in the Division of Exceptional Learners, MET #2 "began implementing and monitoring Individualized Education Plans for special needs students late in the school year. The school now has the appropriate personnel on board to provide services for its special needs students. Staff members, nonetheless, have shown that they are committed to serving all students, including those with disabilities. The key areas for attention identified at the school are fully correctable; for example, the school needs to ensure appropriate documentation and procedures for the Individualized Education Plans as required by law. As well, better and timelier support from the statewide charter school virtual special education cooperative is key."

# IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

## Is the school's mission clearly understood by all stakeholders?

The expert site visit team found that “all constituents report that they know and support the mission of MET #2.” In talking to the site team, students and teachers appeared more familiar with the educational model when the team conducted the springtime visit.

When surveyed, 82% of parents reported that information about the mission of MET #2 was being effectively communicated, with eight of ten rating such communication “excellent” or “very good.” Conversely, only half of the staff gave similar ratings to communication about meeting the school's mission.

## Does the school have a high-quality curriculum and supporting materials for each grade?

Slightly more than half (56%) of parents surveyed at MET #2 rated the school material and supplies as “excellent” or “very good,” as did only 46% of staff.

Based on its interviews and focus groups, the expert site visit team commended the school for providing “strong learning experiences in language arts, writing, and communication,” while also pointing out the need to continue to strengthen the math and science experience. Possible improvements offered by the team were to “hire at least one advisor who is certified in math or science, increase support for student learning while they are working on PLATO [a system of on-line curricula], and/or provide supplementary textbooks and materials for math and science.”

## Does the school effectively use learning standards and assessments to inform and improve instruction?

The expert site visit team offered several suggestions about how the school could use assessments (such as NWEA) to better understand student learning needs and to guide the effective design of instructional materials. First, the team recommended that MET #2 design a

system to certify student learning. This system could be used to document when students demonstrate mastery of Indiana State Academic Standards and track when students complete CORE 40 Diploma coursework. The team suggested that the well-regarded LTI program could benefit from “explicit guidelines and a monitoring process to ensure that LTIs have appropriate goals and that site mentors are providing students with high quality and high level learning experiences.”

## Is the school climate conducive to student and staff success?

The expert site visit team stated that “the school is reported by all constituents to be ‘more settled,’ with ‘less noise’ and ‘disruptive behavior’ in the classrooms.” The team recommended that the school provide sufficient supervision of students in the classroom and computer lab to ensure that students stay focused on their school work.

The site visit team commended the school for its methods of involving parents: “parents give input into [Individual Learning Plans (ILP)] and goals and learning activities, approve of internship sites and goals, attend exhibitions, work with advisors to resolve issues, etc.” When surveyed, parents responded with high levels (88%) of satisfaction with the opportunities for parental involvement. Many surveyed parents rated the school's facility (87%) and size (88%) as “excellent” or “very good” (■ CHART J). Less than half of parents (47%), in contrast, rated classroom management positively.

The team praised Goodwill Industries' renovations to the school facility, which incorporated design features into the space that support the school's unique learning approach. The team also noted that the school's administration intends to provide extensive, organized staff development for newly hired staff on how to successfully implement the educational model. A potential area of improvement for professional development identified by the site visit team was to provide

focused training and guidelines for the LTI experience and for the creation of learning goals and plans.

The site team suggested that teachers provide more direct instruction to students during advisory time to complement the individual, self-directed work. The team noted that, particularly in the area of math, some students might benefit from “direct instruction in small classes.”

## Are the teaching processes (pedagogies) consistent with the school's mission?

The site team singled out the school's use of exhibitions (public displays of subject mastery by the student) for commendation. According to the team, “exhibitions provide strong evidence for learning and, true to the original school design developed by the Big Picture Company, are reported by all constituents to be an important part of the educational model's learning experience.” Likewise, MET #2 was also praised for its impressive array of diverse internship locations for students.

Many of the ILPs reviewed by the team were incomplete, lacking a degree of depth and rigor in goal identification and learning activities (most particularly in the area of quantitative reasoning). Similarly, the “super calendar,” which is the tool identified by students as the mechanism that directs their planning and organization, was either incomplete or lacked sufficient details to serve as a timeline for learning activities. The team suggested that staff might develop ILP standards and a peer review process for ILPs, as well as opportunities for students to revise the ILP.

## Is ongoing communication with students and parents clear and helpful?

As shown in ■ CHART J, communication about student achievement is one of the most highly rated features of MET #2 by parents – 88% of parents reported that such communication was either “excellent” or “very good.” Greater than

three-quarters (82%) of parents gave similar ratings when asked about the school's communication about the school's mission.

Noting the significant first-year student attrition, the expert site visit team suggested that increased communication might play a helpful role in reducing attrition among future cohorts, adding that "the school might provide more in-depth information and interaction with

parents and students prior to enrollment to ensure that they understand the MET design and experience."

### **Has the school developed adequate human resource systems and deployed its staff effectively?**

The site visit team found that "the school has an exemplary teacher selection process that is characterized by involvement of all stakeholders on the

search team, interviews with parents and students, and candidate work with individual students and classes."

However, according to the team, the extensive time involved in such an exhaustive process means that the school will need to keep to a strict timeline in order to continue to recruit top candidates.

## **DETAILED DESCRIPTION OF PROGRAMS & ACTIVITIES**

*Source: The information below was provided by the school to the Mayor's Office. It is included here to offer the public a more detailed picture of the school's programs and activities.*

### **Mission, philosophy, and educational program**

MET #2 is committed to educating "one student at a time" in a small-school community that provides a unique, personalized education for students working towards their high school diploma. Goodwill Industries developed MET #2 after the organization became aware that most of the adults it assisted with career development had not succeeded in school. The high school is modeled after The Met Center (the Met) in Providence, Rhode Island, which was founded by the Big Picture Company. A second school following the same model, MET #1, is also housed on the same campus. Ten additional high schools across the country have adopted the Met high school design with the support of the Bill & Melinda Gates Foundation. Each school enrolls no more than 120 students to ensure that every student has genuine, individualized relationships with teachers and other adults at the school.

Students' interests shape their course of study, blending school-based instruction

with real-world experiences that deepen learning and social growth. Teachers, parents, guardians, and internship mentors who know the students well help guide the students' education. Central to the academic program is the LTI program. Students select personally-interesting internships during which they complete work projects to develop academic skills and benefit from one-on-one mentoring.

MET #2 students are assigned to advisories comprised of a maximum of sixteen students that stay together, with one teacher-advisor, for the entire time they attend the school. Teachers make a four-year commitment to MET #2, in order to remain with students throughout their high school experience. Students create an ILP each quarter with the help of their learning team, which is made up of the student's advisor, parents or guardians, and internship mentor.

MET #2 has five school-wide learning goals that, along with each student's own personal goals, are incorporated into all ILPs, experiences, and assessments:

empirical reasoning, quantitative reasoning, communication, social reasoning and personal qualities. Every student who graduates from the school must demonstrate proficiency in each area. Each student's ILP also incorporates components of traditional subject areas, and is designed to correspond with Indiana State Academic Standards.

### **Academic programs and initiatives**

- **Learning Through Internship (LTI).** All students participate in internships two days each week. LTIs provide students with interest-based learning opportunities that help them develop academic and interpersonal skills by performing authentic work projects. At school, advisors help students plan their workplace activities and reinforce the skills and knowledge needed for students to complete their projects. Students completed numerous LTIs in 2004-05 with mentors at Goodwill Industries, as well as various other workplaces, including: the Indianapolis Zoo, social

service organizations, the Marion County Superior Court, a veterinary office, a dentist's office, education nonprofits, early childhood learning centers, a museum, and digital media and film production companies.

- **Individual Learning Plans (ILP).** Every eight to ten weeks, each student's learning team meets with the student to create an ILP that combines his or her personal interests with school-wide learning goals and requirements. Each student's ILP is always available to the student, parents, advisor, and School Director through a Web-based communication and storage system.
- **Exhibitions.** At the end of each quarter, each student documents and reflects on his or her progress towards meeting the ILP goals. The student also produces a public exhibition of his or her work to demonstrate mastery of the topic. A panel of advisors, parents, mentors, other students, Goodwill Industries staff and Board members critique the work as part of the student's evaluation.

## BOOSTING CONFIDENCE

One quiet student with a slight speech impediment has benefited from MET #2's small school environment, which has boosted his confidence and helped him thrive. The student has worked on his public speaking skills during quarterly exhibitions and all-school presentations. The student is an artist whose work is published on postcard advertisements distributed throughout the city and, based on his interest in art, he interned at the Indianapolis Art Center for his LTI. He presented an exhibition of his work on race relations to an audience which included the entire MET #2 student body and staff.

- **ACT Explore Assessment.** All students take the Explore Assessment, a precursor to the ACT college entrance examination. The school administers the test to make students more comfortable with test taking and

to identify students' strengths and weaknesses in preparation for college entrance examinations and the state's Graduation Qualifying Exam (GQE).

- **Lit Café.** Lit Café is a weekly structured reading program that encourages small-group dialogue among students reading a selected book. Students in each advisory self-select the books they want to read, and meet for thirty minutes each week to discuss what they have read.

## Parent involvement

- **Parent Participation in Student Learning.** During the first three quarters, 96% of MET #2 students had parents, grandparents, or guardians attend and actively participate in student exhibitions, as well as in helping design student ILPs. During the school year, parents and guardians also assisted as tutors, transportation providers, chaperones, Lit Café discussion leaders, and participants in the staff selection process. Parents planned, hosted, and made presentations at student recruitment open houses. In addition, parents and guardians receive a monthly newsletter that keeps them informed of upcoming events taking place at school.
- **Family Celebrations.** MET #2 hosts a quarterly Family Celebration to which all families are encouraged to attend. The 2004-05 celebrations highlighted a variety of topics including cultural diversity, student talent, college exploration, and summer learning opportunities.
- **Parent Volunteers.** A Parent Teacher Organization has been established at the school and meets monthly. The group has established working committees including Advisory Moms and Dads, who support and encourage advisories by organizing lunches, planning special celebrations, and chaperoning field trips.

## Supplemental programs and activities

- **College Tours.** All advisories took the 9th grade students on trips to area

colleges to expose them to post-secondary educational options. The school requires all students to take college entrance exams, apply to at least one college, and develop post-high school plans.

- **College Classes.** As part of their ILPs, a few students have attended workshops at local colleges, including a trades workshop at Ivy Tech State College, a technology workshop at Purdue University, and an astronomy workshop at Butler University. One student audited an astronomy class at Ball State University.
- **Pick Me Ups.** The whole school community starts each day with thirty-minute Pick Me Ups that include announcements, motivational speakers, school-wide discussions, and/or student presentations. Outside guests have presented on topics such as their occupations, health issues, conflict resolution, apartheid, and domestic violence. Other Pick Me Up activities have included karate, fitness testing, art creations, and team building exercises.
- **Student-Organized Activities.** In their first year at the school, students created a student government, a yearbook committee, a school newspaper, and Web sites for their advisories. Students also organized a step group, a three-on-three basketball tournament, school dances, a school video, and a goal-setting workshop series. A student-organized lunch committee advised the cafeteria on revamping the lunch program to meet student wishes.
- **Mentoring KIPP Middle School Students.** MET #2 students serve as Big Brothers and Big Sisters for 5th grade students at the KIPP Indianapolis College Preparatory (KIPP Indianapolis), another Mayor-sponsored charter school. Big Brothers Big Sisters of Central Indiana matches MET #2 students with KIPP Indianapolis students and organizes activities for the program.
- **Youth Learning Center.** Located on the Goodwill Industries campus, the Youth Learning Center (YLC) offers



tutoring services, summer camps, and access to the Plato Learning System – a computer-based system that allows teachers to create customized curricula based on a student's ILP and the Indiana State Academic Standards. YLC also serves out-of-school youth pursuing general education degrees (GED), high school diplomas, or job training. MET #2 students participate in YLC career and academic programs during their advisors' monthly professional development days. The YLC is also an internship site for several MET #2 students with interests in teaching and social services.

### Community partnerships and donations

- **IndyGo.** Students who use public transportation and demonstrate financial need are provided IndyGo passes to travel to and from school and internships. In response to the large number of students taking the bus downtown at the end of the school day, IndyGo provides a separate bus to transport MET #2 students to the downtown transit center.

### TEEN COURT

A student at MET #2 with a passion for law was featured this past school year in the Indianapolis Star for his volunteer work as an attorney in Marion County's Superior Court's "Teen Court" for juveniles who have been arrested for first-time nonviolent offenses. This student has been involved with Teen Court for several years, and the experience has helped him mature into a leader among his peers. The school has helped him to connect his Teen Court experiences to learning; as a member of student government he is one of four student judges who make final decisions about student issues. Since enrolling at MET #2, he has also pursued other interests, including the culinary arts, by interning at Second Helpings, an organization devoted to hunger relief.

- **National Institute for Fitness and Sport.** In place of school-based physical education, all freshmen are provided memberships to the National Institute for Fitness and Sport, located nearby on the Indiana University-Purdue University Indianapolis (IUPUI) campus. Each student works with a trainer to develop an individual fitness plan.

### Staffing

- **Monthly Professional Development.** One Friday per month is designated for staff in both MET #1 and MET #2 to participate together in full-day professional development activities. School Directors or the schools' coach from the Big Picture Company lead these sessions. Sessions have focused on developing ILPs, connecting ILPs to the five learning goals and internships, and other aspects of the Big Picture Company model. The schools' coach from the Big Picture Company provides reinforcement and one-on-one feedback to staff during regular visits to the school.
- **Innovative Video Conferencing.** The Big Picture Company, with funding from the Bill and Melinda Gates Foundation, provided a video conferencing system to connect the school with other Big Picture Company schools. MET #2 advisors participate in training sessions conducted by the Big Picture Company via video conferencing. Video conferencing is also used for intra-school meetings within the Big Picture Company network, allowing students at one Big Picture Company school to serve as panelists for students at another school during exhibitions.
- **Summer Workshops.** All advisors attended the Big Picture Company's annual three-day summer professional development workshops, known as the Big Bang. Staff from all Big Picture Company schools around the country gathered for community building and learning experiences to further understand the components of the Big Picture Company school design.

- **Teacher Leadership.** Teachers participate in school leadership, reviewing curricular decisions and recruiting new staff. The entire school staff team makes decisions on the school calendar, school-wide events, and initiatives such as the Lit Café program. Staff works with the School Director to organize daily Pick Me Ups, new student orientation programs, end-of-year celebrations, and staff recruitment events.
- **Special Education Coordinator.** The Goodwill Industries Foundation of Central Indiana funds a full-time Special Education Coordinator to address student needs at both MET #1 and MET #2. This coordinator works with families to identify students who need special education services, arrange case conferences, update Individualized Education Plans (which are incorporated into students' ILPs), and arrange necessary student evaluations. In addition, MET #2 is a member of the statewide charter school special education cooperative and draws upon the cooperative's staff and resources to provide additional special education services to students and to ensure compliance with special education regulations.

### School management

MET #2 is operated by GEI, a nonprofit entity with close ties to Goodwill Industries. GEI's CEO, James McClelland, also serves as President of Goodwill Industries. In his role as CEO of GEI, Mr. McClelland provides overall executive leadership and external relations for the schools. GEI's Chief Operating Officer, Scott Bess, guides and directs the daily operations of the school, oversees the support services Goodwill Industries provides to the school, and serves as liaison to the Big Picture Company and government agencies. Robert Moses, the School Director, leads students and staff, develops academic programming, and guides the staff's professional development. Goodwill Industries provides a variety of contracted services to the school, including human resources, information technology,

building maintenance and security, marketing/public relations, fundraising, accounting, and food services.

### **School governance**

The GEI Board of Directors is the governing body for the school. The Board is responsible for: monitoring the school's key performance indicators; establishing policy; approving long-range plans; adopting annual budgets; approving actions that create significant financial obligations for the school; ensuring financial solvency; identifying and assisting in raising adequate amounts of capital; promoting the school in the community; and taking actions as necessary to ensure that GEI is in compliance with applicable laws, regulations, and contracts. The Board includes a former university administrator and education professor, a former Commissioner of the Indiana State Board of Accountancy, two members of the Education Committee of the Greater Indianapolis Chamber of Commerce, a former member of Brebeuf Jesuit Preparatory School's Board of Directors, and an advisor to the Butler University Business School.

### **Facilities**

The school is located in the Haughville neighborhood on the near west side of Indianapolis. It is housed in a newly renovated space at the headquarters of

Goodwill Industries. Goodwill Industries hired a nationally-recognized architect of education facilities, Concordia & Associates, to design the school facility. The renovations incorporated design concepts such as natural light, wood, and flexible space at the urging of Elliot Washor, the Big Picture Company's Co-Director, who wrote his doctoral dissertation on the connections of physical space with learning. There are shared computer labs in common areas, individual computer stations located throughout the building, and workstations in each advisory room. MET #2 students eat with adults in the Goodwill Industries cafeteria, located on the main campus. In August 2005, MET #2 took over the entire space it shared with MET #1 in the 2004-05 school year when the MET #1 relocated to new quarters in the Goodwill Industries complex. Additionally, Goodwill Industries is managing a capital campaign that has raised nearly \$1 million toward the initial \$1.5 million goal for the first phase of school facility construction.

### **Planned improvements for the upcoming school year**

- **Plato Learning System.** Using Plato, teachers will be able to create customized on-line curricula for each student based on needs identified in his or her ILP. Plato provides computer-based instruction tied to the Indiana State Academic Standards and

consists of an extensive collection of reading, writing, mathematics, science, and social studies modules. Advisors will be able to create assignments and lesson plans for students and track students' mastery of the Indiana State Academic Standards. The on-line lessons will be used to reinforce student skills for LTI and project-based work and will be available anywhere students can access the Internet.

- **Bridges Learning System Lab.** The school will use the Bridges Learning System to improve students' vision through physical activities. Students work on hand-eye coordination, sensory integration, and body in space awareness. Students ultimately develop stamina, which increases their ability to concentrate and read for longer periods of time.
- **Earning College Credits.** Through the Special Program for Academic Nurturing at IUPUI, MET #2 students will be able to take classes at IUPUI and earn both high school and college credits for the courses. In addition, MET #2 students will be able to take dual-credit on-line courses through Ball State University's Distance Education Program.